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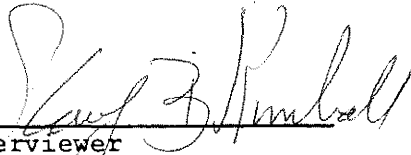
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ORAL HISTORY

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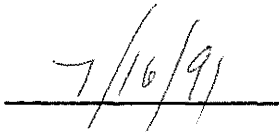
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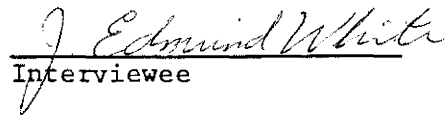

Interviewer

Address:



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Interviewee

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SIUE ORAL HISTORY PROJECT

Summer 1991

J. Edmund White Interview July 16, 1991

Interviewed by Stanley B. Kimball

FILNENAME: White. 716

Q: It is July the 16th and Professor J. Edmund White, Jed, of the Chemistry Department is in my office willing to share his memories and reflections here at SIU. Jed, thanks for coming by to share your experiences here.

A: Thank you.

Q: I notice from the fact sheet you gave me that you came here when I did in 1959.

A: Right, September '59.

Q: I got here just a little earlier in August. Where did you come from?

A: I was at Lafayette College in eastern Pennsylvania on the faculty in the Department of Chemistry. I had been there four years. That was my first teaching job.

Q: How did you learn of this place? Why did you come here?

A: Actually I think an interesting part of the story is the way they were recruiting people back in those days. Joe Small, a professor in Business, who had also been at Lafayette College, had come here I guess a year before. And he sent back the message to friends at Lafayette asking if anyone was interested in coming and I ...

Q: That sounds like that old joke, write if you get work.

A: I gather that's what other people here were doing too. They needed faculty and they were writing letters and contacting friends in various places that they thought might be interested. As a matter of fact, I believe it was another person who actually got the message and told me about it. I was ready to move, I guess and it looked interesting out here.

Q: Walk us through your thirty-two years here, what different positions have you held?

A: Well let's see, when we first, of course first we didn't have any ... hardly any administration at all, but when we organized into divisions. At first we had these faculties and there was a Faculty in Physical Science and I was chairman of that. Then after a few years, I don't remember just when, we split up into physics and chemistry and then I became chairman of chemistry. I held that position for about five years. Sorry, I don't remember the exact dates, probably around 1967 or 1968 and then we rotated the chairmanship in chemistry.

I was acting chair one year sometime after that. About 6 years ago I became acting chair again. I had the title assistant dean for a couple of years, that's when I was acting chair in chemistry and then we started our program in Science Education and I've had the title of Coordinator of Science Education, half time, and had the other half being Professor in Chemistry. That's been for the last six years.

Q: And of course you worked your way up in the ranks.

A: Yes.

Q: To full Professor

A: Yes. I started as Assistant Professor.

Q: Thirty-two years is a long time Jed, why did you stay here so long?

A: I guess I was happy with the situation. I liked the people and the work and I think it was the level of teaching I wanted. I was not one who was anxious to go to a Ph.D. program and I was happy with the undergraduate teaching and the level of graduate work we had. My wife and I and family liked this area there didn't seem ever to be any reason not to stay. I guess that would be one way to put it.

Q: You worked in Pennsylvania before you came here, but where do you consider home?

A: That's kind of a hard question. My family moved around a lot when I was young. My parents were born in Texas, but I was born in Indiana and we moved every few years. Virginia was where I went to high school and college. So I guess here is as much home as I've had.

Q: Well, native mid-westerner

A: Yes, I think so. That's probably why we liked it here. My wife is from Indiana and we didn't like being in the east so much. Which is why we were glad to leave Lafayette and come out here.

Q: Now you used an expression a moment ago "science education," how does that differ from physics, chemistry, biology...

A: That's the term that's usually used to apply to pre-college science teaching. In the education field you talk about science education as opposed to say reading, or special ed. or other things like that in education but it applies to working at the pre-college level: with training of teachers in science or working with programs for students, children I should say. For example, I've been Director of the Science Fair here for several years now.

Q: This is the educational end of it for the public schools?

A: Yes

Q: Oh all right.

A: So we're concerned with undergraduate training of teachers who we hope will be science teachers, or maybe elementary teachers who need to know some science as a part of all of their teaching,, but it refers generally to pre-college science teaching.

Q: What would you consider were some of your most significant contributions to this university?

A: I would think back when the Chemistry Department was getting going and when I was chair, I guess I could say I was a leader in getting the undergraduate program developed to the point where we obtained the certification by the American Chemical Society. This means that your program has been recognized as meeting the requirements for preparing professional chemists. So that was something that was very desirable for us to have and I was involved in getting that.

Soon after that we started our masters program at the graduate level and I was chair at that time and helped get that organized too. I guess related to that I could claim some credit for recruiting and bringing here faculty, many are still here, who really did the research and helped get the graduate programs going, guided the students in their Masters work and helped develop the new courses.

Also I was active in the General Studies program. At first helping plan the courses for science, but then later I was on the General Studies Committee for six years back when we had six year terms and we were still meeting with Carbondale. We'd meet at Marissa.

Q: I remember Marissa and the Orr Restaurant, the Orr House.

A: Right. Lot's of committees met there.

Q: Yes. I remember that very well.

A: So I feel as if I had some part in shaping the General Studies program back in the beginning. And then more recently I was on the GEPCI committee that approved courses and set up the guidelines for the new general education program when we shifted from General Studies to General Education.

Q: For the record, what is GEPCI?

A: General Education Program Committee for Implementation.

Q: No wonder you call it GEPCI. I was on the original General Studies committee. Not very long because I was not whole heartedly devoted to it and so I had a very short tenure, but I remember it very well.

A: I wasn't on the original. I think I was the first replacement for the Science representative. So I probably came on six years after the original.

Q: Over these past years, what's brought you the greatest satisfaction in pioneering this place?

A: I hadn't given that one enough thought ahead of time. I think probably in seeing the good programs that we've developed and that we, at least in Sciences I can say I think that we have a good undergraduate, better than good, maybe not excellent but very good undergraduate program in science. And I think that we can see that our graduates do go to graduate school and are successful in earning Ph.D.s. Also others that go into industry seem to be successful.

I think the evidence is there that we have developed a good science program. I think probably that was one of the main goals and I think I feel satisfied that we have done that. The graduate program is good for a masters level program and for a school that has only a masters degree we do quite well. We've had outside visitors here who feel that we stack up pretty well against similar places with our equipment and the number of students we have and the quality of the work we do. I think we can be satisfied with the curriculum we've developed, the students we are producing.

Q: How would you assess our university's, in specific the Chemistry Department, impact on the high school teaching, have we improved secondary teaching much in Science Education?

A: Some, but not as much as we would like to have. We haven't been quite as successful there as we would like. Our emphasis has been more at the elementary level than high school. For one reason or another (the people we've had and the kind of opportunities) we've had we've focused a lot more effort on science teaching at the elementary level.

We do have activities with high school teachers, summer programs, and we've had workshops and I had an NSF grant one year for high school teachers. So I think we've had some impact and I shouldn't say we haven't had any and as far as science ed goes in the last six years, it hasn't been our major emphasis.

Q: Well tell us about the Science Fair. When did it start and how do you feel about its success?

A: Well, the fair really was started by Bob Williams, a professor in Education about eight or nine years ago. He went on sabbatical leave about four years ago and I guess because we had the Science Ed. program it seemed logical to shift it over to us to take care of it. He really didn't want it back so the Science Ed group kept it. I have been director of the fair and others have worked with it. I think we've improved it some. Bob had done a good job and we built on that. We think it's had a lot to do with improving the science teaching.

A lot of teachers have become involved and they get their students involved and doing projects. A lot of teachers have come here for workshops on how to organize fairs and direct projects. The numbers have increased. Between '90 and '91, we increased by about a hundred and fifty projects entered. We think we're getting students doing science and people tell us they think it runs well.

Q: What would be the earliest program you can think of directed towards Science Education in the public schools?

A: The earliest that we had here, I don't remember the dates. I had an NFS grant that was for high school teachers, chemistry teachers. Must have been in the sixties. Bob Williams was doing some things with Science Ed, mostly at the elementary level probably about that time. But the School of Sciences hadn't put any direct effort into it until we got this NEPR money and set up this program in science, let's say six years ago.

Q: What is NEPR money?

A: New and Expanded Program Request

Q: The hundred thousand dollar lottery?

A: No not exactly. The university submits some of these just about every year with its budget request, and this is a way to get new money for your projects. You say you're going to expand your program or start a new program and maybe get a hundred thousand dollars or so to start it up.

Q: Your greatest frustrations around here over the years?

A: Well, this probably sounds like everyone else, but usually the main problems would come when we didn't have quite enough money to do the things we'd like to do. We sometimes would like to start a new program or expand and old one or add a new course or do something

like that and we're not able to do it because of lack of funds. But on the whole I wouldn't say I've had any great frustrations. On the whole things have gone pretty well.

Q: Is chemistry an unusually expensive discipline?

A: Yes.

Q: Because of equipment?

A: Right. Supplies for both that and commodities for the labs. It takes, well I don't know it anymore, but thirty, forty dollars a student for a year lab.

Q: That's called a lab fee, isn't it?

A: Well, we don't charge lab fees. One of the reasons we haven't done that is because we didn't get the money back. If you charged a lab fee it went into the state treasury and you only got back what was allocated in the budget. So we always figured it wasn't worth the trouble.

But we don't have much breakage as far as glassware and things like that go. It's mainly the chemicals and things that are used up. And of course there's a lot of equipment and permanent sort of things, balances, various kinds of modern equipment, the electronic things. It gets expensive.

Q: How about, without mentioning names, administrators, chairs, deans, campus politics, inner school politics, has it been nice over there for thirty-two years?

A: Well, no I wouldn't say that. I think I seem to be one who doesn't get upset about things and I tend to, perhaps, forget those things after they happened. There have always been arguments between the departments especially over space. We're always short of space over there. Everybody thinks the other department has more space than they need and we don't have as much as we need. There's bickering about that, but it's usually not acrimonious.

Q: Fairly happy here?

A: Yes, on the whole.

Q: You said a few moments ago that you felt good, that you were not unduly concerned over the lack of a doctoral program in chemistry?

A: That's right I'm not. Well, for one thing there are probably too many doctoral programs in the country already. For the last ten years probably, they've had trouble getting enough students and they're probably accepting less qualified students. For one thing, it will cost a lot of money too, which we are not likely to get. But I just don't feel you need another mediocre Ph.D. program in the country or even in the state. It might be nice to have it but, it would require a building, more new equipment, an expansion in faculty, it's not feasible. I'm not bothered that we don't have it.

Q: I gather that you feel good about developing a strong M.A. program?

A: Yes. I think that's important in this area. We serve several needs. We have a number of students who maybe are not terribly strong after their undergraduate degree, so they stay and get a masters and then with that extra training and background they go out and get a Ph.D. which they probably wouldn't have been able to do had they stayed here. Then there are the people who already have bachelors degrees and may have been working in the area and aren't able to go elsewhere, but they get this extra training and then maybe get a higher salary or a little better job at their work. So I think those are two roles we play or needs we meet in this region.

Q: Now when you say in this region and our role in this region, can you amplify that a bit?

A: Do you mean what region do I mean?

Q: Well, Southwestern Illinois

A: Yes, that's what I was thinking about. It's Southwestern Illinois counties we serve and I guess some from St. Louis. Now we don't get as many from St. Louis as we got earlier since they got UMSL over there with a similar type of program. But you know in the early days we drew a lot from St. Louis to our evening classes and graduate programs before they were available in public schools over there.

Q: In our are are there a lot of openings for chemists?

A: If you mean industrial type openings well, I wouldn't say a lot. I don't feel as though I know enough data to really answer that very accurately but our people seem to get jobs and a lot of them seem to stay in the area. Maybe not in Illinois, but in St. Louis. We have a lot of people who still live in Illinois, but work in St. Louis with the big chemical companies over there, part of our graduates do.

Q: Your happy memories, starting way back when.

A: In the very early days, something that was really pleasant here, I guess you call them happy memories, was the general good will and camaraderie among the faculty.

There were not enough of us that we were split up, and everybody who lived in the Alton-Wood River area would get together when there were parties. We knew everybody in the various disciplines. When there were social activities, you got to meet a lot of people. You weren't restricted to your own field as we seem to be now. And I think out of it we had good friends. And it was part of what I think kept people here.

I think of the woman's group. Well I guess we didn't call it faculty. We always called it the women's group didn't we because we tried to get the women faculty into it as well as just spouses. They did a lot to create a kind of spirit. We used to have spring picnics and just about everybody would come to those. We'd have a huge crowd with families and children there and just a good spirit all around.

I thought it was probably partly due to the fact that we were all new to the area and we didn't have other friends. But that's why it was good and we did get to know each other. I think it helped pull us together and make a community out of the faculty.

Q: We were much closer in the old days.

A: Oh, right. Sure. You sort of knew everybody. Even when we had Alton and East St. Louis, these picnics were often out here at Edwardsville where the campus was going to be. And people from both groups would come.

And of course some faculty went back and forth and taught at both campuses. And so even though there was some division between the two campuses, I think there was a fair amount of interchange too and we got to know each other.

I had one story about the women's group. I can put that in. My wife mentioned this to me because she thought it was kind of interesting. Back then nobody had enough china or dishes to serve the whole group when a group of them got together. So they agreed that a bunch...I don't know how many. She couldn't remember. Probably eight or ten maybe of the wives, maybe more, all bought a small amount of the same set of dishes. It was milk glass white plate and cup set so they could serve refreshments when they had a party. So they'd all bring their few pieces and put them all together so they could serve everybody. And they had their initials on the bottom so that when they cleaned up they could all take theirs home again. That kind of spirit and cooperation was part of what pulled us all together.

Q: I remember on the Alton campus we used to play volleyball about once a week.

A: Right. That was a nice thing. The old gym there at Shurtleff College. Right. That helped pull people together.

Q: Those were very pleasant days. Any other pleasant, happy kinds of memories from that time or any other time?

A: Well this may not be exactly...Well I guess it's OK. I was thinking that, along with all this, the faculty had sort of a sense of service to the community. I think we, a lot of us, people who came here saw a need in this area. I don't know whether to call it a missionary spirit or what but it was there. I think we saw an opportunity in a new university perhaps to make our own careers and move up more rapidly, that sort of thing was probably there, but also I think the idea of being part of building a new department, a new curriculum, maybe do things a little differently. I was there too.

I don't know how many people felt this way, but I seemed to have a feeling of some sense that we were providing something that was really needed in this area. I'm afraid some of that spirit seems to have been lost now.

Q: Are you referring in part to the fact that when we came here thirty some odd years ago most people in this area didn't have much of a chance to go to college and that many that came were first generation college students?

A: I think that's what I meant. There was no opportunity for higher education in this area. I guess Shurtleff College had provided some, but it was small and I imagine a lot of people couldn't afford to go there anyhow. I think the University as a whole has probably done a great amount of good from that point of view, the kids who would have never gotten to go to college whose parents didn't have that in their minds. You know the parents didn't do it so they didn't particularly see their children doing it, but when we were here they did come. So I think we've provided a great lot of benefits to this area and helped it.

Q: You liked the pioneering aspect of what we were doing.

A: I guess so. I guess I could say that.

Q: Did you ever meet Harold See?

A: Oh yes. He was here when I came.

Q: He was most enthusiastic about our challenge and our opportunity.

A: Right. I think that his attitude probably is what brought some of the people here and inspired them to feel that they were going to be part of this. So it was something of a shock when he left. That was another one of the things I thought I might mention. It probably isn't a happy memory, but it's a memory of that time.

It was only the second year I had been here, but they elected me president of the AAUP chapter. I guess because I had been at a school where I had been in one and I talked too much the first year or something. So that was the year that See was let go and, I'm sure you remember, there was a great deal of concern among the faculty. Everybody saw him as the leader and the one who was going to create this new campus and we're going to work with him in this. I guess it was the missionary spirit idea.

Then suddenly he was gone and it was Delyte Morris who was the one we were really working for and nobody knew him or knew what he had in mind. And there was a lot of real concern. I don't know whether you were in on them or not, but there were secret meetings and the AAUP would get together and when we would talk we were afraid people were listening in.

I remember meeting in people's homes and once two or three of us went down to Pontoon Beach and met in a tavern where nobody would know we were meeting. And there was a real almost, what would you call it, paranoia or something. But, we didn't know what was happening. For example, See was locked out of his office. Maybe you remember that. The story got out that he had come back and all the locks on his doors had been changed so he couldn't get into his office or his records. Well, nobody knew why and what was going on.

And so, well let's see I and Eric Sturley and Larry McAney, who were sort of leaders at the time, went to see Bill Going. Remember he was Dean. I guess that was his title,,, wasn't it. He was the highest official when Harold See was gone. We went to talk to him and he told us a lot that we didn't know. He knew more of what was going on. I've tried to remember some of this and I'm afraid I'm

kind of hazy, but apparently See had been kind of running off on his own and not following guidelines and maybe making commitments he wasn't suppose to make and kind of exceeding his authority, as I remember it.

Bill told us some of these things and kind of calmed us down a little. You know, come to think of it, I believe he asked to talk to us. That just came back to me. I think we wrote some petitions and it was clear the faculty didn't really know what was going on. I think he invited me because I was chair of the AAUP and to get a couple other people. I asked Eric and Larry to go because they had been here longer than I had and Eric was probably one of the first ones, one of the leaders here.

So anyhow Bill told us all this stuff and tried to get us, wanted us to kind of calm things down a little because I think he felt, I'll put words in his mouth now because I'm not sure I remember right, but he felt it was kind of that See had to go. That he had just overstepped his bounds and it was almost inevitable that he would get fired. I'm sorry I don't remember more of the details now, but it was a very difficult time because probably as I said before, people didn't know what was going on, they didn't understand it, and they were concerned about what was going to happen to our new campus and our programs we were trying to build and that kind of thing.

Moving on from that, when President Morris wanted the one university concept and we had to have identical course descriptions and catalogs had to have the same course numbers and titles and all that, everybody again felt like we were being kept under the thumb of Carbondale. Of course, that didn't last very long.

Q: You mentioned AAUP, American Association of University Professors, was that been from the early days a fairly viable successful organization on campus?

A: No. I don't think so. I think we should have done more. Back in the beginning we probably were because we were again the only faculty group to cut across all the departments. We use to get thirty or forty people in a meeting as I remember especially when some of these issues came up that people were concerned about. But 15-20 years ago it kind of started to die out, and there doesn't seem to be much enthusiasm for it anymore. I must admit I haven't been very active lately either. I've always maintained my membership because I thought it was important to support it but I haven't agreed to be an officer or be involved in it in some time.

Q: Is part of that because we got bigger and ..

A: Maybe people didn't see the need for it anymore. That might be because of being bigger, people involved with the schools and the separation of disciplines and this kind of thing, or maybe people didn't feel the need for it. Maybe we haven't had the kind of problems. Of course with all this collective bargaining and everything, AAUP got into that. I think that they just got back into that because they had to oppose the other guys. I don't think the AAUP really wanted to go into collective bargaining, but they felt they had to protect themselves from the other groups who were trying to do it. Again, I say I wasn't very active.

Q: Any worst memories?

A: Well, I guess actually that stuff about See and Bill Going was not a pleasant memory. That could be a bad memory. I think I said before I tend to forget the bad things.

Q: Well, for example, did you ever have any professional frustrations? Not being allowed to teach what you wanted?

A: No.

Q: Being hindered?

A: No. I don't think so. I think anything like that that I didn't do I probably could have done if I wanted to. I think about things I wish I'd done that I didn't do, but I don't think I was hindered if I'd just taken the initiative and done it. In sciences our teaching loads haven't been excessive and people have had an opportunity to do research and scholarly work and other things when they wanted to.

Q: Is your experience, your quite positive experience, is it representative of your department and your school? Or are you just an easy person to get along with?

A: Well, no I suspect there are other people who would not sound so, they would be able to come up with more bad memories than I have I think. Well, O.K. I can tell you a bad memory, I think this is kind of bad, the time in which we had the problem with our chairman

of the chemistry department and Dr. Teters eventually removed him as chair. That was pretty frustrating because I thought he was the best chair we ever had and things had been going pretty well under him. That seemed to be the kind of a case where in my opinion a wrong decision was made.

Q: This would be mid-eighties?

A: When was that? Yes, about '83, '84, '85. It was Mike Matta, who was chairman; remember we had that incident over the poisoned cookies? That was all very confusing. He found cookies in his mail box that apparently had cyanide on them. That never did get resolved thoroughly, it wasn't proven where they came from and apparently there were questions about some of the testimony and things and it never did get resolved.

Partly through that, the impression got out that the Chemistry Department couldn't control itself or manage itself and Mike was removed as chair and we had this odd thing of having an assistant to the dean, the dean was suppose to be chairing the department and the assistant to the dean was supposed to be the intermediate, but really the person was acting as chair. That was a kind of frustrating time, an unhappy time.

I would like to see Mike be chairman again, I think he would do a good job. He really pitched into it and was trying to do a good job and now he doesn't want to anymore. He won't accept jobs like that anymore.

Q: I remember biology had a very bad experience when the heat went out, they lost a lot of plants. They were on the roof of the science building.

A: I don't remember that.

Q: How about some oddball humorous strange unusual experiences? Must have been plenty in science.

A: I'm probably a bad one for this sort of thing. I tend not to remember those things very well either. I'm sorry, I'm afraid I don't-- nothing comes to mind right away.

Q: Were you involved in relating the university to the community, if so please comment on this aspect of the university work?

A: No, I wasn't very involved in any of that. In an indirect kind of way, just my personal involvement in the community, but I didn't do anything like go out and make speeches or try to raise money for the new land or do any of those kind of things. Some people did.

Q: But you were involved in the Science Fair and you were involved in what we call Science Ed. that's directly related to the community.

A: Well, I guess so. All right so I've been out in the schools some and done things with classes. I thought you meant more things like public relations kind of things.

Q: You were with the Science Fair eight years or so.

A: Let's say four. I wasn't in charge of everything in the

beginning. I guess I took over about four years ago on the Science Fair. That I don't get off campus much for that. I do most of our stuff by mail and phone and people come here. I have gone off campus some to judge Science Fairs at schools and sometimes help with presentations at schools.

Q: Your former dean was my neighbor for awhile and I gather it was quite operation.

A: Well it is. We could use about 200 judges. Usually we don't get quite enough so we're a little crowded, because we have a lot of people on Saturday morning. It's some work, but there are quite a few people who help do it. I guess in that sense we're presenting the university to the public. It brings a lot of people on campus because often the parents come with these children and so we have a couple thousand people here on the morning of the fair. Mostly in the University Center, but it brings them on campus and they see it and we hope they get a good impression.

Q: That's excellent P.R. I would think.

A: That's one of the reasons the university helps support it.

Q: What contributions do you believe the university has made to this area? In all sorts of ways?

A: Well, when you say all sorts that made me think of other than things than academic. The economy bringing all the money into the area, all the faculty and families that moved into the area, but along with that it raised the awareness, if you want to call it that, of the area above where it used to be. We talk about the kids whose parents have not gone to college and the first generation and all.

People now are aware that higher education is something that's important. They see faculty or graduates who are interested in the arts or culture. We provided cultural activities where people could come to campus, like the Mississippi River Festival or the Arts and Issues, things like that.

I'm never quite sure how much some of these things attract off campus people, but we make them available. So I think we've probably expanded the horizons of a lot of people in the area who maybe have not actually attended the university just by our being here. We've showed them there is such a thing, that it's a goal that some children could have and we've made it available for those who couldn't go elsewhere. We've certainly provided the service. I said before I fell kind of not in the situation.

I've always argued it's better for a child to go away from home to a university, get out of the home environment and all that. But we're at a university where we encourage the people to commute and live at home. But there are a lot of people who have to do that. We recognize that they don't have the finances or for other reasons they can't go away and we are here to provide the higher education for them.

Q: Would you care to add to any of the questions addressed or to questions unaddressed?

A: Well, I think I managed to get in most of the things I thought of ahead of time that I thought might be worth putting in the record.

Q: Good.

A: I would feel like I would be repeating myself. There was, regarding See and Morris, real fear, maybe is the right word, on the part of the faculty or at least uncertainty and concern of what was going to happen. Were we going to lose our jobs? Is the whole thing going to fall apart? What was Carbondale going to come in and do to our dreams and our missionary activity and all that sort of thing? It probably illustrates again the lack of communication.

If the authorities had made clear what was going on and informed the faculty a little more on the situation we probably wouldn't have gotten so upset. We wouldn't have wasted so much time running around writing up petitions and having secret meetings, having to have Bill Going talk to us. I don't know if he's on your list of people to talk to, but he would certainly be one who could tell you a lot about the higher level activities back in those days.

Q: He won't go on tape.

A: He won't. Oh.

Q: I had a two hour interview with Harold See on the phone. I got his story loud and clear.

A: I don't know how it agrees with mine. But again most of the faculty weren't aware of some of those things and so when something happened we were worried. Most of us were young, aot of us hadn't had much experience in universities before. This was maybe a first job for a lot of people or second one like for me, though I hadn't had much experience before. One of the things, one of the troubles that comes to me now, we did have a lot of inexperienced people here. I was at Lafayette College for four years. It was an old college; it had a very well established system. The faculty met once a month, people got up and made the craziest motions and they got discussed and often voted down, but you still had a chance to do it.

The AAUP was active there. So I got what I thought was a pretty good concept of what the old traditional kind of academic life was like and I think that helped me a lot when I got here to try to incorporate some of that into the new. But I also was aware that a lot of people here did not have that. People who were brought in when we just needed to get people and maybe some of the early administrators who'd lived in the area or maybe had been high school teachers or principals or something, who were brought into the university. They were people who had not had university experience and I have a feeling that some of our troubles in the early days were due to administrators who didn't quite know how to do academic administration. That went on for a long time because all those people stayed in office and were here a long time.

I don't think I want to mention any names. I'm not sure if I could remember names but they weren't, my feeling was they weren't quite competent enough, probably because they didn't know what it was like or should be like.

Q: That's an interesting refreshing view on building this place Jed.

A: I hadn't thought of that ahead of time. It kind of came back to me. That was a feeling I had and oh, I don't know maybe I haven't got a good example, but even in organizing registration or scheduling and things like that we were kind of recreating the wheel sometimes. People had to stumble through and try these things, to find out they didn't work and try something else. Whereas if we could have learned more from the experience of other schools that had gone through it before, we might have, things might have run smoother. That may not be an accurate assessment but it's an impression anyhow.

Q: Anything else now in general?

A: I think not.

Q: Jed, I want to thank you for coming by...

A: Thank you.

Q: ...and sharing this with us.

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*I left a lot of
unheard wording. Did I
really speak so brokenly?!!
Maybe I should listen to
the tape!*

Hope it's helpful
Spring 1991

ASAB
[Signature]

SUGGESTIONS TO INTERVIEWEES REGARDING EDITING TRANSCRIPTS

1. The various typists and Spell Check have done their best to prepare accurate transcriptions from the taped interviews. The tapes, however, contain many unclear words, sometime the voices are mixed, and other transcribing problems--problems indicated in the typescripts by (word unclear) and (mixed voices). Also some sentences and thoughts never get completed.

2. In my role as an editor I try to catch all sorts of mistakes and to tighten up the narrative to clarify it and make it read better. I do not wish or intend, however, to polish or rewrite the words of the interviewee. This is recorded conversation, not a Ms. prepared for the printer.

3. Posterity will best be served if the interviewees carefully go over the transcript to catch any other errors, to be sure names, places, and foreign expressions are spelled correctly. Sometimes the position or title of some people mentioned should be added.

Most particularly the interviewees should be sure their words have been properly transcribed and that the transcription makes sense. To this end they are encouraged to add or delete words.

4. Specifically I would like to request that the interviewees:

Make what ever additions or deletions you wish.

If I have deleted anything you wish restored, please indicate my making a series of underneath the lined out material.

If you wish to make additions longer that can be accommodated on the double spaced Ms. please type up these comments and key them to the text by using the letters of the alphabet sequentially--that is "Insert A" will be added to where the letter "A" in added to the text. Such inserts will be indicated in the text by the use of angle brackets--{ }.

Provide first and last names for all persons mentioned in the text and their title or position if possible.